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ABSTRACT

This annotated bibliography on beginning teacher induction is divided into three major sections. The first area dealt with is the need for induction programs. This section includes topics on the problems of beginning teachers and what assistance can be offered. The second section focuses on designing induction programs and discusses program components, program implementation, and program evaluation. The third section on the results of implementation deals with the research findings on results from induction programs that have been tried. A variety of studies are available on induction programs as they relate to the school setting. For the purpose of this study, research related to both elementary and secondary beginning teachers was used. (JD)

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INDUCTION OF NEW TEACHERS:

AN ANNOTATED BIBLIOGRAPHY

BY

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of the requirements for
the course E591 - Exit Project
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INTRODUCTION:

James V. Hoffman (1986) suggests that the teaching profession has been involved in a dramatic reform movement. He contends that the motive for this movement is "widespread public discontent over the quality of education in the nation's schools" (16). States are making laws to ensure a higher quality of education in their schools. Changes are taking place in the educating, evaluating, and certification of teachers (Hoffman 16).

Programs which provide support for beginning teachers are developing in the United States' school systems (Huffman and Leak 1986).

An annotated bibliography on induction programs was done using research based literature. Induction programs are a step toward providing support for beginning teachers. This paper will present ideas on the need for such a program as well as suggestions on how such a program can be designed, implemented and evaluated.

STATEMENT OF THE PROBLEM:

Beginning teachers need an induction program during their first years of teaching. Kevin Ryan (1970) contends that the transition from being a student to a teacher contributes to the new teacher's conflict (p. 182). Owen Gaede (1978) implies that teachers are not ready to acquire a position where no assistance is given from a position where sources are readily available and calls this transition "reality shock."

JUSTIFICATION:

According to Sandra M. Fox and Ted J. Singletary (1986), "Induction programs are frequently noted as a means for improving the quality of beginning teachers" (p. 12). Leslie Huling-Austin (1986a) concludes, "that the assistance and support provided to candidates during their induction years will be of critical importance and will likely have a direct influence on the short term retention of alternatively certified teachers" (p. 54).

ORGANIZATION OF PAPER:

This paper was divided into three major sections. The first area dealt with the need for an induction program. This section included the areas of problems of beginning teachers and what assistance could be offered.

The second section of the paper dealt with the designing of an induction program. In this section, program components, program implementation, and program evaluation was discussed.

The third section, results of implementation, dealt with the research findings on results from induction programs that have been tried.

LIMITATIONS OF THE STUDY:

A variety of studies were available on induction programs as they relate to the school setting. For the purpose of this study, research was used that could apply to both elementary and secondary beginning teachers. Further study could be done on the cost factor of such a program and how this relates to the results of implementing this program.

GLOSSARY

In this paper, words will be defined as follows:

Beginning Teacher - A teacher having less than two years teaching experience (Indiana law).

Entry-Year Assistance Program - A program set-up to provide assistance to teachers during their first year of teaching (Burke).

Formal Support - Support offered to teachers prior to the opening of school, after its opening, and throughout the rest of the year (Grant).

Functional Approach - An approach used to determine areas of support needed for first-year teachers. This approach involves the observing of first-year teachers and inferring their needs from observed behaviors (Odell, et al).

Goal Based Evaluation - Evaluation process which measures how one has met the goals and objectives they have selected and developed (Schlechty).

Individual Guidance Phase - A phase of a teacher induction programme in which attention is paid by the mentor to the new teacher's weak points (Wubbels).

Induction - Programs developed for the purposes of providing assistance and assessment of new teachers (Huling-Austin 1986b).

Induction-Support Program - A program designed to provide support to first-year teachers (Odell, et al).

Informal Support - Support mechanisms that were not planned by the school district or school administrators (Grant).

Institutional Factors - The school setting which includes the school community, structural organization, school decision making, classroom and resource constraints, in-service support, and faculty involvement with beginning teachers (Paulissen).

Job-Embedded Support - Support mechanisms not requiring the teachers to leave where they work, that take place during the regular school day, and do not require teachers to do something other than their regular tasks (Grant).

Lesson Observation Phase - A phase of the teacher induction programme in which beginning teachers visit each others' classes. Mentors also observe the beginners. Each observation is followed by discussion (Wubbels).

Logbook Phase - A phase of the teacher induction programme which requires no observations. Beginning teachers write those matters important to them in their logbooks and discuss them with each other (Wubbels).

Mentor - An individual who has at least five years of teaching experience, teaches at a grade level similar to the beginning teacher, teaches similar subjects as the beginning teacher, teaches in the same building, has outstanding teaching skills, and has the ability to guide beginning teachers (Indiana Law).

Performanced Based Evaluation - An evaluation technique that measures "how one does what one does" (Schlechty).

Professional Development Plan - A plan based on observations made by the support team of the beginning teacher. It addresses specific practices within the teacher performance appraisal system and contains objectives and strategies to meet these objectives (Hawk).

Professional Training Readiness Inventory - An instrument which contains two Likert-type scales measuring self-assessed professional knowledge and experiences students have had as part of their professional training (Gaede).

Provisional Teachers - Those teachers not on a permanent contract (Schlechty).

Reality Shock - The transition period in which the beginning teacher moves from student teaching to the first year (Gaede).

Resident Teacher Program (RTP) - A program at the University of Oregon, College of Education, which allows its graduates to participate in on-the-job training during their first year of teaching while working toward a master's degree (Rossetto).

Summative Evaluations - Evaluations used to determine the next stage of induction for beginning teachers (Schlechty).

ANNOTATIONS

SECTION I

NEED FOR INDUCTION PROGRAMS

Problem Areas of Beginning Teachers

Dropkin, Stanley, et al., "Perceived Problems of Beginning Teachers and Related Factors." Journal of Teacher Education 14.4 (Dec. 1963): 384-90.

A survey was completed by sending a questionnaire to 100 first-year teachers of Queen's College class of 1960. Seventy-eight subjects responded to the questionnaire which was used to study the correlation between the perceived problems of new teachers with in-service and pre-service factors. Seven areas were covered by the questionnaire. Responses were rated from one to six. One was "cannot solve" and six was "does not apply". Problem areas for these new teachers were found to be discipline, relations with parents, methods of teaching, evaluation, planning, resources and materials, and classroom routine.

Huling-Austin, Leslie, et al., "Model Teacher Induction Project Study Findings, Final Report." Resources In Education (1985) ED 270 442.

Concerns of first-year teachers were found in this study. The study also indicated that as the year progressed, the concerns began to change. Some of the concerns found were, knowing which materials would be needed, how to get started, and how well their performance would be. As the year went on, their concerns became discipline and classroom management techniques.

McDonald, Frederick J., "The Problems of Beginning Teachers: A Crisis in Training." Study of Induction Programs for Beginning Teachers 1 (1980):490.ED 257 778.

McDonald completed a study to determine the problems of first-year teachers and why these problems occur. Among the problems cited were knowledge of school rules and policies, knowing what to teach, first day preparation, location of materials, fear of failure, isolation, and preparing materials. Also included were the amounts of paperwork, relations with parents and peers, and reacting to an authoritative figure.

Odell, Sandra J., "Induction Support of New Teachers: A Functional Approach." Journal of Teacher Education 37.1 (Jan.-Feb. 1986): 26-29.

Odell completed a study which utilized a functional approach to determine the needs of new teachers and the assistance that was given to them in an induction program. She recorded what aid was asked for by the new teachers and observed what help was offered to them by support personnel. Odell involved 86 first-year teachers and 79 teachers who were new to the system in her study. She found two primary needs among these teachers. First, she found they needed to obtain fundamental information regarding the school district itself. Secondly, she found they needed to obtain materials and other resources which were pertinent to all information being taught. She discovered that there were some common needs for all teachers in transition, whether it was from student-teacher to teacher or from prior teaching to a new position. Both groups were found to benefit from an induction program.

Odell, Sandra J., et. al., "Functional Approach to Identification of New Teacher Needs in an Induction Context." Action In Teacher Education 8.4 (Win. 1986-87): 51-57.

A functional procedure is described to access the needs of beginning teachers in order to establish an induction program. This approach differs from questionnaires in that it observes the actual functioning of an induction-support program and infers the needs of new teachers from these observed behaviors. Using this approach, the three most important needs of beginning teachers were found to include, obtaining materials and resources, receiving information on instructional processes and learning about the school system.

O'Neal, Sharon I., et. al., "Curriculum Decision Making and the Beginning Teacher." Resources In Education (Apr. 1984): ED 251 439.

According to this study, beginning teachers found that making decisions on curriculum was a problem. It was discovered that new teachers tend to use only their teaching manuals to teach their subject areas. The authors suggest that an induction program would enable the new teachers to make curriculum decisions with the help of a more experienced teacher.

Ryan, Kevin, Don't Smile Until Christmas: Accounts of the First Year of Teaching. Chicago: University of Chicago Press, 1970.

Ryan discusses some problems commonly held by beginning teachers. These problems include discipline, budgeting time, motivating students, and developing a proper pace for instruction. Also included are being able to anticipate questions, organizing ideas, determining what students do and do not know, and not being able to be yourself.

Veenman, Simon. "Perceived Problems of Beginning Teachers." Review of Educational Research 54.2 (1984): 143-78.

Veenman reviews 83 studies from different countries on perceived problems of beginning teachers during their first years of experience. The eight most often perceived problems include classroom discipline, motivating students, dealing with individual differences, assessing student work, parent relations, organization of class work, insufficient materials and supplies, and dealing with problems of individual students. Other areas of major concern include heavy teaching load, lesson planning, awareness of policies and rules, clerical work overload and working with slow learners.

Assistance Offered to Beginning Teachers

Gaede, Owen F., "Reality Shock: A Problem Among First-Year Teachers." Clearinghouse 51.9 (May 1978): 405-9.

Gaede describes "Reality Shock" as the transition period in which the beginning teacher moves from student teaching to their first year. Based on results from The Professional Training Readiness Inventory, he implies that beginning teachers are not ready for unsupervised teaching in their first year. Beginning teachers move from student teaching, from where they have multiple resources to draw and a number of people in which to get help, to the first year of teaching where no or little assistance is given. Administrators often do not have the time to give adequate supervision and assistance to these first-year teachers.

Grant, Carl A., et. al., "In-service Support For First Year Teachers: The State of the Scene." Journal of Research and Development in Education 14.2 (Win. 1981): 99-111.

Findings are reported on the types of assistance offered to beginning teachers. The authors reported the results of a survey of 72 first-year teachers in three categories. These were formal support, informal support and job-embedded support.

Formal support included such time frames as before the signing of a contract, the time between the contract signing and the opening of school, and during the school year. It was determined that all first-year teachers had contact with either school district administrators or their principal. Orientation sessions were given to the teachers and seventy-six percent of the teachers received some form of printed material. During the school year, teachers attended in-services. Most of these were related to curriculum and included new and veteran teachers. Only eleven percent of the teachers stated that they were in attendance of in-services specifically designed for them.

Informal support included assistance provided for them during orientation, support from peers during the year, and books or articles they had read. This type of support included time spent working in their classrooms before the start of school as well as having the opportunity to have questions answered. Sixty-seven percent cited this support coming from co-workers.

The job-embedded support included such things as release time, reduced class size, and exemption from non-classroom duties. Eighty-one percent of the teachers did not receive release time, eighty-two percent did not have a reduced class size and ninety percent were not exempted from non-classroom duties.

Johnston, John M., et.al., "Institutions of Higher Education Involvement in Beginning Teacher Induction: The State of Current Practice." Resources In Education (Feb. 1987): ED 279 652.

Findings are reported from a survey on the involvement of higher education institutions in the efforts of beginning teacher induction programs. This survey included the types of assistance being offered to beginning teachers both in and out of induction programs. The survey results indicated that beginning teachers were being assisted through informal gatherings, being helped by trained peers, mentor teachers, toll-free telephone assistance, and paid substitutes. Informal gatherings were helpful in that beginning teachers could discuss problems and concerns with colleagues and peers. Toll-free telephone assistance allowed them to contact university personnel. Paid substitutes gave the beginning teacher time to observe other teachers. Finally, retired teachers were also used as a support system for these beginners.

Murphy, Sheila C., et.al., "The Impact of Content on the Classroom Lives of Beginning Teachers." Resources in Education (Apr. 1987): ED 283 780.

A study was completed in the six states of Illinois, Kentucky, North Carolina, Oregon, Texas and West Virginia. The purpose of the study was to determine if community factors had an impact on whether or not a teacher's beginning was easy or difficult. Findings showed that while beginning teachers were aware of community contextual factors, the factors were not foremost in their thoughts. However, as the first year progressed, beginning teachers began to address these community factors.

It was recommended that the beginning teacher receive assistance in areas of parent relations, and other community involvement areas after the year had begun and a routine had been established by the beginning teacher.

Zeichner, Kenneth M. and Tabachnick, Robert B., "The Development of Teacher Perspectives: Social Strategies and Institutional Control in the Socialization of Beginning Teachers." Journal of Education for Teaching 11.1 (Jan. 1985): 1-25.

Results from a two-year longitudinal study on the development of teacher perspectives were reported in this work. Among the results were findings on assistance offered to beginning teachers. The authors found that even though principals told beginning teachers of their expectations on how they should teach and manage classroom behavior, there was little supervision on the principal's part to see if his/her expectations were being met. Beginning teachers were also given numerous amounts of rules and regulations to follow. However, it was found that information varied to the extent that the beginning teachers could not clearly understand what was expected of them.

ANNOTATIONS

SECTION II

DESIGNING AN INDUCTION PROGRAM

Components of Program

Brown, James G., et. al., "Using Mentors to Increase New Teacher Retention: The Mentor Teacher Induction Project." Resources in Education (Feb. 1987): ED 280 816.

The Mentor Teacher Induction Program is described as it existed in the San Francisco Unified School District. Brown described the components of this program as having two phases. Phase One took place during the student teaching experience. It required the assistance of a mentor teacher, university personnel and the student teacher. Phase One differed from the existing student program in four ways. These included, mentor teachers were involved in the student teaching seminars, the seminar content addressed specific student teacher concerns, a specific "therapy" time was set aside for students to share problems and concerns, and mentors were used as master teachers.

Phase Two was designed to meet the needs of first-year teachers. It also required the assistance of a mentor teacher, university personnel and the beginning teacher. It was important that the mentor teacher be a teacher who taught at the same grade level, had a similar curricular emphasis and was of the same geographical area. It was important that the mentor teacher maintain on-going contact to discuss concerns and questions. The program should also allow time for both teachers to visit each other's class and to attend seminars to discuss problem solving with university faculty.

Burke, Peter and W. Schmidt, "Entry Year Assistance: A Promising Practice." Action In Teacher Education 6.1-2 (Spr.-Sum. 1984): 71-74.

The authors described the components and recommendations for implementing an entry year assistance program. They recommended that school districts provide first-year teachers with a team of experienced teachers. This would enable the first-year teacher to approach the mentors for information, advice, discussion and suggestions. In addition, they recommended school districts provide in-service for new teachers to acquaint them with policies and procedures, to get new teachers involved in social events with other teachers, to allow new teachers release time to observe and visit with experienced teachers, to arrange for early observation and feedback, and to keep extra-curricular loads to a minimum.

Driscoll, Amy, et al., "Designing A Mentor System for Beginning Teachers." Journal of Staff Development Oxford, Ohio. (Oct. 1985): 108-117.

The authors in this article described what they referred to as a structured approach in setting up a mentor program. They suggested that mentors possess qualities of congeniality, helpfulness, and concern. They also believed a one-to-one ratio worked best. They suggested the following steps in designing a program: awareness, readiness and commitment, needs assessment, planning, implementation, evaluation, and reassessment and continuation.

Fox, Sandra M. and Ted J. Singletary, "Deductions About Supportive Induction." Journal of Teacher Education 37.1 (Jan.-Feb. 1986): 12-15.

In this article, the authors suggested that even though much is known about the concerns of beginning teachers, little is known about programs which can effectively aid the new staff members. The authors suggested that beginning teachers attend induction seminars during their first years of teaching. These seminars should include four goals. These include: developing a support system for the teacher which focuses on self-perception, assisting in developing problem solving methods for discipline and classroom management, assisting in the development of skills necessary to transfer theories into practice, and to provide experiences for teachers to develop attitudes and evaluative and analytical skills to maintain proficiency in a profession that constantly changes.

Hawk, Parmalee, "Beginning Teacher Programs: Benefits for the Experienced Educator." Action In Teacher Education 8.4 (Win. 1986-87): 59-63.

Hawk described an induction program for beginning teachers as mandated by North Carolina. This program was set-up using state guidelines and called for a support team composed of a principal and a mentor teacher. They would be selected from the same building in which the new teacher presides, and would provide assistance to this new teacher. Support team members were selected based on specific guidelines. Each support member received one week of training in the areas of role definition, using the state's appraisal system for performance and creating a professional development plan.

Each beginning teacher was observed three times throughout the year by their support team. A professional development plan and a post conference followed each observation. A professional development plan provided ongoing opportunities of contact between the new teacher and his/her support team. It was based on the observations made by the support team and included objectives and objective strategies to meet the specific practices addressed in the state's teacher performance appraisal system.

Huling-Austin, Leslie, "Factors to Consider in Alternative Certification Programs: What Can Be Learned From Teacher Induction Research?" Action In Teacher Education 8.2 (Sum. 1986a): 51-58.

Huling-Austin described some crucial components of an induction program for beginning teachers. Her research was conducted at the Research and Development Center for Teacher Education at the University of Texas at Austin. The findings of the studies showed that induction programs should ensure that beginning teachers were not placed in an assignment which would result in failure. Beginning teachers should have a support teacher who will provide support on a daily basis as problems arise. Other factors found to be of great importance to a successful program included: selecting a highly competent and experienced teacher who is willing to devote time and energy, having both teachers in the same discipline, having the teachers' classrooms in close proximity, having a joint planning period, and pairing teachers with similar personalities. It was also suggested that the program be flexible enough that if things don't work out between two teachers, a switch can be made at the semester.

Huling-Austin, Leslie, "What Can and Cannot Reasonably Be Expected From Teacher Induction Programs." Journal of Teacher Education 37.1 (Jan.-Feb. 1986b): 2-5.

Huling-Austin stated that there were four goals that should be conceptualized as realistic limitations when designing a program. The first one was to improve the teaching performance. Secondly, to increase the retention of teachers during the induction years. Thirdly, to promote the personal and professional well being of beginning teachers. Finally, to satisfy requirements as related to induction and certification. She mentioned that areas exist that can and cannot be helped through an induction program.

Implementation of Program

Hoffman, James V., et.al., "A Study of State-Mandated Beginning Teacher Programs." Journal of Teacher Education 37.1 (Jan.-Feb. 1986): 16-21.

The authors described how two states implemented an induction process for beginning teachers. State number one was located in the Midwestern section of the United States. The state department in this state set up a plan of implementation which would include time lines and report forms. They offered each district the responsibility for establishing a committee to work with each new teacher. This committee was comprised of an experienced teacher, a building administrator, and one other educator from a higher institution of education. This committee was required to observe and meet with the new classroom teacher in order to offer assistance. The committee made a certification recommendation based upon an observation instrument that focused on human relations, teaching and assessment, classroom management, and professionalism.

State number two was located in the Southeastern United States. This program had a support staff similar to state number one. This program was also to be completed successfully to acquire certification. A summative evaluation was included which maintained observation instruments and evaluation procedures. The observation instrument targeted teaching behaviors of planning, student contact management, instructional organization and development, subject matter presentation, verbal and non-verbal communication and evaluation. Two summative evaluations and at least three formative conferences were required. Each support committee was to assure that any new teacher recommended for certification could demonstrate the twenty-four competencies as identified by the state board rule as essential.

Wubbels, T. H., et.al., "A School-Based Teacher Induction Programme." European Journal of Teacher Education 10.1 (1987): 81-94.

This paper included a description of the implementation of a teacher induction programme which was implemented in the Dutch schools as set up by the teacher-training institute. The authors described this as having three phases which they referred to as the "logbook phase," the "lesson observation phase", and the "individual guidance phase".

In the logbook phase, teachers described those things which were of importance to them in a logbook and then gathered together with a mentor and other new teachers to discuss these matters. This phase lasted approximately four weeks.

The lesson observation phase gave mentors and beginning teachers the opportunity to visit one another's classrooms. All of these observations were followed by discussions which allowed the teachers time to discover different methods of discipline problem solving, teaching, and classroom organization.

The individual guidance phase was the time for mentor teachers to pay strict attention to strengths and weaknesses of the new teacher. A "contract" was made between the mentor and the beginning teacher on how the supervision process would be practiced. While the lesson observation phase usually lasted six weeks, this final phase lasted six months.

Evaluation in Program

Schlechty, Phillip C., "A Framework for Evaluating Induction into Teaching." Journal of Teacher Education 36.1 (Jan.-Feb. 1985): 37-41.

In this article, Schlechty described an induction program which was based on norms and effective teaching practices. The Charlotte-Mecklenburg Schools Career Development Program evaluated its new teachers a minimum of three times during the first year. First-year teachers were observed and evaluated on the basis of the listed expectations. Summative evaluations were completed and teams met with the provisional teachers to determine recommendations of advancement or non-renewal of contract. Under this system, evaluation for provisional teachers was performance based and evaluation for career teachers was goal based.

Varah, Leonard J., et.al., "Beginning Teachers: Sink or Swim?" Journal of Teacher Education 37.1 (Jan.-Feb. 1986): 30-34.

The authors of this article described a program which the University of Wisconsin-Whitewater experimented and developed in order to provide assistance and support to first-year teachers. This article listed the components vital to such a program as well as how such a program should be implemented. Linda Parker, a co-author, developed an experimental design to study this program. She included twelve inductees, and twelve randomly selected first-year teachers not in an induction program. The experimental objectives were to describe and evaluate the effectiveness of the mentor/inductee development program and to evaluate the effectiveness of a teacher induction program which was designed to support first-year teachers.

The objectives were accomplished using interviews and a questionnaire. Interviews were conducted with each first-year teacher to document their progression. These interviews focused on the kinds of problems experienced by the teacher, the kinds of assistance offered to the teacher, perceptions regarding strengths and weaknesses in the assistance, effects of the assistance on actual practices, and assessments on program improvement.

The questionnaire was given to anyone involved in the program and asked for input on their satisfaction of the program, what they perceived to be program strengths and weaknesses, and suggestions for program improvement.

While all twelve members of the experimental group completed the year, only ten of the control group completed it. Nine of the experimental group planned to teach in five years compared to three of the twelve in the control group. Although both groups shared the same type of problems, the experimental group found it easier to motivate students, respond to misbehavior and build positive student/teacher relationships.

Administrators reported fewer student referrals and parent calls with first-year teachers involved in the program and attributed this to the close mentor/inductee relationship. Eleven of the twelve mentors cited they enjoyed working with the inductees.

ANNOTATIONS

SECTION III

IMPLEMENTATION RESULTS

Elsner, Kenneth, "First Year Evaluation Results from Oklahoma's Entry-Year Assistance Committees." Resources in Education (Jan. 30, 1984): ED 242 706.

Elsner reported results from a questionnaire sent to first-year teachers and committee members who participated in the Oklahoma Entry-Year Assistance Program. Results indicated that ninety-six percent of the participants felt the program assisted first-year teachers. Ninety-four percent felt teachers, administrators and higher education personnel developed better communication and working relationships through the program. Progress was made in the areas of handling class discussions, unit and lesson plan preparation, management of discipline and the ability to teach others by the first-year teacher. The first-year teachers did not believe the program helped in their life philosophy and only small improvements were noticed in the areas of working with administrators, organization, and gaining a broader knowledge in their subject area.

Godley, Larry B., et.al., "The Teacher Consultant Role: Impact on the Profession." Action in Teacher Education 8.4 (Win. 1986-87): 65-73.

A study was completed to determine what mentor teachers perceived their roles to be, which factors were most important for a successful performance, and what personal benefits were gained by these mentors. The authors found that mentor teachers perceived their roles most effective in the areas of resource person, support person, problem solver, evaluator, and provider.

At the completion of their study, the authors determined that sharing failures and successes, sharing interpersonal skills, nurturing a collegial relationship with the beginning teachers, and sharing process skills contributed to the successful performance as well. They found areas of difficulty among mentors to be scheduling, finding substitute teachers and becoming an evaluator of peers.

The mentors also found benefits from the program. These were cited as an enhancement of professional experience, being recognized as an expert, and by gaining new ideas from the new teachers.

Huffman, Gail, and Sarah Leak, "Beginning Teachers' Perceptions of Mentors." Journal of Teacher Education 37.1 (Jan.-Feb. 1986): 22-25.

After implementing an induction program, new teachers were asked to evaluate the program. Huffman and Leak found that new teachers found it very helpful to have a mentor teacher but that the program would receive greater benefit if the mentor teacher and new teacher were working on the same grade level. The authors also stated the importance of allowing the "teams" adequate time to confer over areas that were strengths and weaknesses.

Paulissen, Margaret O., et.al., "Two Case Studies of Beginning Teachers in State Mandated Induction Programs: The Influence of Institutional Factors." Resources in Education (1985): ED 270 388.

The authors revealed the findings on the impact of institutional factors of two beginning teachers as they participated in a teacher induction program. Teacher A taught in an open-plan school. According to the data, the institutional factors made it easier for this beginning teacher to acquire needed information about school expectations and procedures for the subject area taught. Instructional materials and resources were also more accessable. These factors also made it easier to develop working relationships that were positive with the other members of the staff.

Teacher B found these factors to be more difficult. This teacher had multiple teaching assignments and had more than one classroom, thus making it more difficult to have the same positive experience as Teacher A.

Rossetto, Celeste R., and Judith K. Grosenick. "Effects of Collaborative Teacher Education: Follow-up of Graduates of a Teacher Induction Program." Journal of Teacher Education 38.2 (Mar.-Apr. 1987): 50-52.

The authors presented their findings on a follow-up study of the Resident Teacher Program conducted by the University of Oregon College of Education. This program allowed its graduates participation in on-the-job training during their first years of teaching while working toward a master's degree. Graduates who participated in the program ranked motivating factors of program participation. Respondents found that they benefited from the program in the areas of developing teaching skills, classroom management, supervision and feedback, and guidance and support from fellow resident teachers and supervisors.

Job satisfaction was also cited among the participants. Ninety-five percent of former RTP participants indicated a desire to pursue a career in education. Over forty percent viewed either secondary or elementary education as a career choice. Others desired career choices in administration (17%), curriculum specialist (11%), staff development specialist (5%), and supervision (4%).

SUMMARY:

This paper was intended to provide a basis for constructing and implementing an induction program as an alternative program to induct new teachers into their professional field. Research has indicated a need for such a program (Dropkin 1963; Huling-Austin 1985; McDonald 1980; Odell 1986, 1986-87; O'Neal 1984; Veenman 1984). The needs often resulted in teachers leaving the profession (Varah 1986). However when this need was met by the induction process as set up by researchers (Brown 1987; Hawk 1986-87; Huling-Austin 1985), new teachers had a successful beginning (Godley 1986-87).

CONCLUSION:

Research has shown that beginning teachers are in need of an induction program during their first years of teaching. Beginning teachers experienced problems in areas of discipline, classroom management, administrative approval, communication, student motivation, assessment, and insufficient preparation time. They also experienced difficulty in locating and selecting materials and personal life adjustment (Dropkin 1963; Huling-Austin 1985; McDonald 1980; Odell 1986, 1986-87, O'Neal 1984; Veenman 1984).

When involved in an induction program, beginning teachers developed better communication and working skills, and made progress in areas of lesson preparation, discipline, handling class discussions and classroom management (Elsner 1984). Others determined that beginning teachers found it easier to locate information on school policies and procedures, materials, and developed positive relationships with other staff members (Paulissen et al. 1985). Celeste R. Rossetto and Judith K. Grosenick concluded that their respondents benefited from the program by gaining further developed teaching skills and support from their supervisors (p. 50-52).

RECOMMENDATIONS:

It is recommended that:

1. Mentors be congenial, helpful and have concern for the beginning teacher (Driscoll et al., 1985).
2. Mentor should be "considered successful by principal" (Huling-Austin, 1985).
3. Mentor should "teach the same grade level and subject as the first year teacher...and have his/her classroom located in the same area of the school building" (Huling-Austin, 1985).
4. A "one-to-one ratio" be established (Driscoll et al., 1985).
5. The program ensures beginning teachers are placed in a successful assignment, teachers share a joint planning period, and teachers are paired with like personalities (Huling-Austin, 1986a).
6. The program allows for a university advisor and sets up a time for seminars and problem solving discussions with the mentor (Brown et al., 1987).
7. Beginning teachers be evaluated at least three times and that these be performance based evaluations (Schlechty, 1985).

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